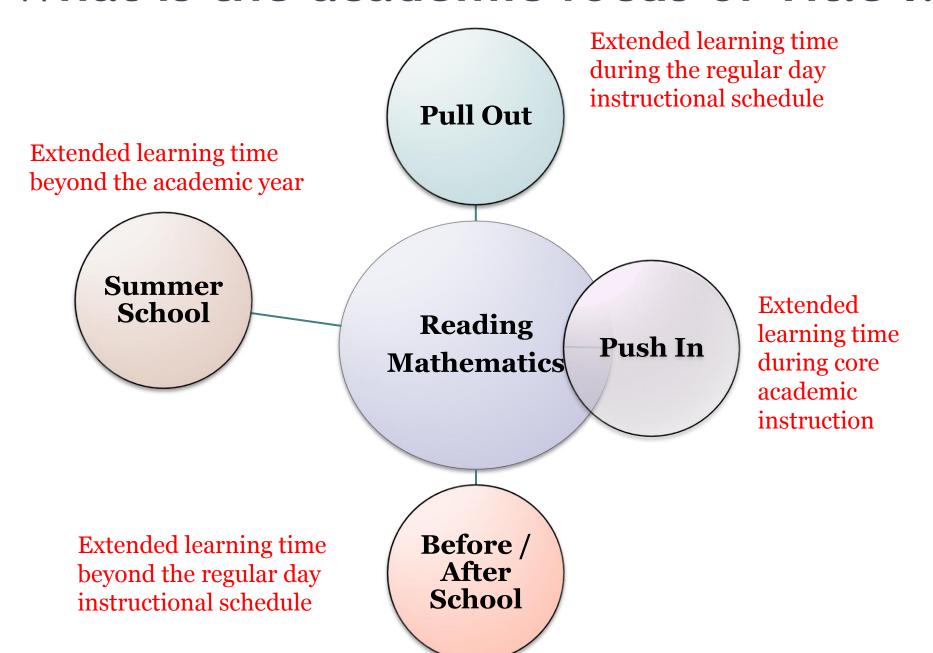
ESEA FOR LEAS

Part Two:

Conducting the Comprehensive Needs Assessment

Erik M. Francis, M. Ed, M. S.
Title I Unit
Arizona Department of Education

What is the academic focus of Title I?



- Who
- What
- Why
- Where
- When
- How

- Who will receive/provide interventions?
- What
- Why
- Where
- When
- How

- Who will receive/provide interventions?
- What interventions will be provided?
- Why
- Where
- When
- How

- Who will receive/provide interventions?
- What interventions will be provided?
- Why is this the most effective intervention?
- Where
- When
- How

- Who will receive/provide interventions?
- What interventions will be provided?
- Why is this the most effective intervention?
- Where will the intervention be provided?
- When
- How

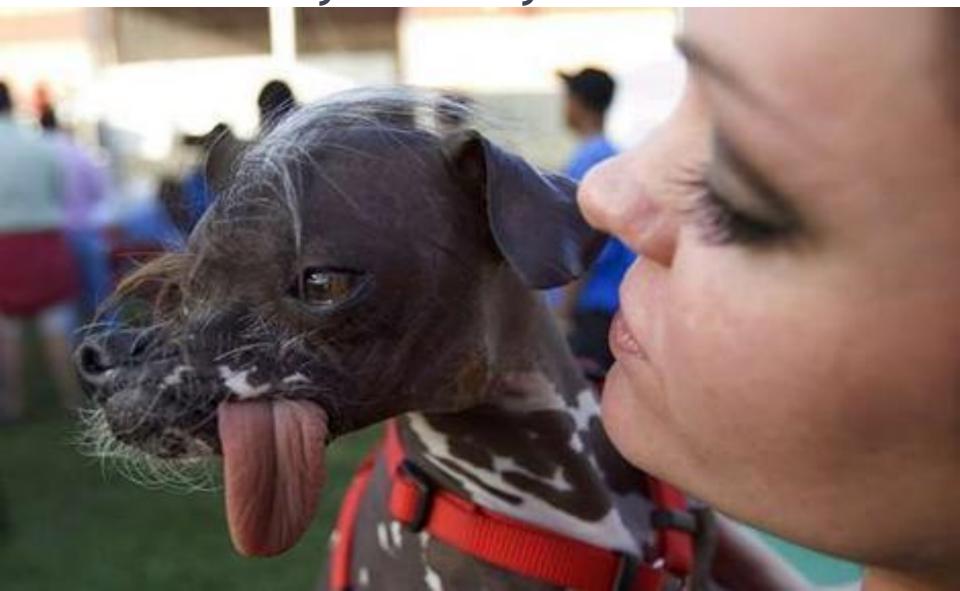
- Who will receive/provide interventions?
- What interventions will be provided?
- Why is this the most effective intervention?
- Where will the intervention be provided?
- When will the intervention be provided?
- How

- Who will receive/provide interventions?
- What intervention will be provided?
- Why is this the most effective intervention?
- Where will the intervention be provided?
- When will the intervention be provided?
- How will the intervention measure student achievement?

Components of a Title I Targeted Assistance Program

- A comprehensive needs assessment for the entire school
- Students must attain proficiency or better in reading and mathematics.
- Intervention part of the school plan
- Effective instructional strategies and methods supported by scientifically based research (SBR)
- Extends learning time
- Employ highly qualified teachers and paraprofessionals
- Professional development for Title I staff
- Parental involvement activities, including family literacy

This is you and your school.



How engaged are parents in the education of their child and the operation and decision-making of the educational agency?

Parents

Students

academically at risk -- succeeding in meeting or exceeding academic standards and expectations?

Do all staff in

Comprehensive Needs Assessment

Staff

Are all students—especially those most

Do all staff members have the adequate and appropriate qualifications, resources, and training to provide highly effective instruction and meet the needs of all students?

Program

Does the comprehensive school reform (CSR) model implemented by the school consist of a core academic program supported by scientifically based research that addresses the needs of all students and provide resources for effective instruction in order to improve student achievement and school performance?

LEA Leadership	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture , Climate, and Communication	Resource Management
	-			

LEA Leadership	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture , Climate, and Communication	Resource Management
Mission				
Vision Values Philosophy Data Driven Decision-Making Leadership / Management Style Staff Meetings Committees				
		l .	l .	

LEA Leadership	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture , Climate, and Communication	Resource Management
Mission	Academic Achievement			
Vision	Data			
Values	Core Academic			
Philosophy	Program			
Data Driven	Instructional Strategies			
Decision-Making	Course Offerings			
Leadership /	Student Engagement			
Management	Student Needs			
Style	Teacher Input			
Staff Meetings	Teacher Expectations			
Committees	Teacher Readiness and			
	Qualifications			

	Curriculum,			
LEA Leadership	Instruction, and	LEA Assessment	Culture, Climate, and	Resource
LLA Leauersiiip	Professional	System	Communication	Management
	Development			
Mission	Academic Achievement	Student Performance		
Vision	Data	Student Needs		
Values	Core Academic	Student Expectations		
Philosophy	Program	Formative Assessments		
Data Driven	Instructional Strategies	Summative Assessments		
Decision-Making	Course Offerings	Screening Assessments		
Leadership /	Student Engagement	Standardized		
Management	Student Needs	Assessment		
Style	Teacher Input	Vertical Integration		
Staff Meetings	Teacher Expectations	AIMS		
Committees	Teacher Readiness and	DIBELS		
	Qualifications	Benchmarks		
		Classroom Assessments		
		Classroom Assignments		

LEA Leadership	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture , Climate, and Communication	Resource Management
Mission	Academic Achievement	Student Performance	Student Attendance	
Vision	Data	Student Needs	Student Behavior	
Values	Core Academic	Student Expectations	Parent Expectations	
Philosophy	Program	Formative Assessments	Parental Involvement	
Data Driven	Instructional Strategies	Summative Assessments	Activities	
Decision-Making	Course Offerings	Screening Assessments	Parental Responses	
Leadership /	Student Engagement	Standardized	Community and	
Management	Student Needs	Assessment	Business Partnerships	
Style	Teacher Input	Vertical Integration	Community	
Staff Meetings	Teacher Expectations	AIMS	Demographic	
Committees	Teacher Readiness and	DIBELS	Information	
	Qualifications	Benchmarks	Community	
		Classroom Assessments	Expectations	
		Classroom Assignments	Community Perception	
			of School	
			Effectiveness	

LEA Leadership	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture , Climate, and Communication	Resource Management
Mission	Academic Achievement	Student Performance	Student Attendance	
Vision	Data	Student Needs	Student Behavior	
Values	Core Academic	Student Expectations	Parent Expectations	
Philosophy	Program	Formative Assessments	Parental Involvement	
Data Driven	Instructional Strategies	Summative Assessments	Activities	
Decision-Making	Course Offerings	Screening Assessments	Parental Responses	
Leadership /	Student Engagement	Standardized	Community and	
Management	Student Needs	Assessment	Business Partnerships	
Style	Teacher Input	Vertical Integration	Community	
Staff Meetings	Teacher Expectations	AIMS	Demographic	
Committees	Teacher Readiness and	DIBELS	Information	
	Qualifications	Benchmarks	Community	
		Classroom Assessments	Expectations	
		Classroom Assignments	Community Perception	
			of School	
			Effectiveness	

School Resources

- ✓ Fiscal
- Personnel
- ✓ Time
- ✓ Instructional Materials
- Technology
- Community

Resource Management

- ✓ What resources does the school need in order to meet the school's goals?
- ✓ What resources does the school already have that will support the goals?
- ✓ Is the school utilizing all of its existing resources to their fullest potential?
- ✓ What resources could the school invest in that will produce the best results immediately and in the long run?

	Curriculum,			
LEA Leadership	Instruction, and	LEA Assessment	Culture, Climate, and	Resource
LEA Leadership	Professional	System	Communication	Management
	Development			
Mission	Academic Achievement	Student Performance	Student Attendance	
Vision	Data	Student Needs	Student Behavior	
Values	Core Academic	Student Expectations	Parent Expectations	
Philosophy	Program	Formative Assessments	Parental Involvement	
Data Driven	Instructional Strategies	Summative Assessments	Activities	
Decision-Making	Course Offerings	Screening Assessments	Parental Responses	
Leadership /	Student Engagement	Standardized	Community and	
Management	Student Needs	Assessment	Business Partnerships	
Style	Teacher Input	Vertical Integration	Community	
Staff Meetings	Teacher Expectations	AIMS	Demographic	
Committees	Teacher Readiness and	DIBELS	Information	
	Qualifications	Benchmarks	Community	
		Classroom Assessments	Expectations	
		Classroom Assignments	Community Perception	
			of School	
			Effectiveness	

LEA Leadership	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture , Climate, and Communication	Resource Management
Mission	Academic Achievement	Student Performance	Student Attendance	Budget
Vision	Data	Student Needs	Student Behavior	Expenditures
Values	Core Academic	Student Expectations	Parent Expectations	Staffing
Philosophy	Program	Formative Assessments	Parental Involvement	Personnel
Data Driven	Instructional Strategies	Summative Assessments	Activities	Time
Decision-Making	Course Offerings	Screening Assessments	Parental Responses	School
Leadership /	Student Engagement	Standardized	Community and	Schedules
Management	Student Needs	Assessment	Business Partnerships	Technology
Style	Teacher Input	Vertical Integration	Community	Community
Staff Meetings	Teacher Expectations	AIMS	Demographic	
Committees	Teacher Readiness and	DIBELS	Information	
	Qualifications	Benchmarks	Community	
	1	Classroom Assessments	Expectations	
J		Classroom Assignments	Community Perception	
J		1	of School	
J		1	Effectiveness	
		1		
		<u> </u>	<u> </u>	<u> </u>

Resource Management Inventory

Review the school's current resources and how they may be used to fulfill the needs of the school.

- ✓ What do we have?
- ✓ What are we not using?
- ✓ How could these resources meet the needs of the school?

DESIRED RESULTS

CURRENT RESULTS

NEED

(What Should Be)

' (What Is)

=

(Basis of Goal)

DESIRED RESULTS

CURRENT RESULTS

NEED

(What Should Be)

(What Is)

=

(Basis of Goal)

This is the ideal results.

With a Title I program,

the desired results are the

SMART Goals of the

Elementary and

Secondary Education Act

of 1965.

DESIRED RESULTS

CURRENT RESULTS

(What Is)

NEED

(What Should Be)

=

(Basis of Goal)

This is the ideal results.

With a Title I program,

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SMART Goals of the

Elementary and

Secondary Education Act

of 1965.

It should also be based

upon the Annual

Measurable Objectives

(AMO) for the current

academic year.

DESIRED RESULTS

(What Should Be)

This is the ideal results.
With a Title I program,
the desired results are the
SMART Goals of the
Elementary and
Secondary Education Act
of 1965.

It should also be based upon the Annual Measurable Objectives (AMO) for the current academic year.

CURRENT RESULTS

(What Is)

This is the current reality of the performance of the school and its students. It should be strategic, specific, and in-depth. **NEED**

(Basis of Goal)

DESIRED RESULTS

(What Should Be)

This is the ideal results.
With a Title I program,
the desired results are the
SMART Goals of the
Elementary and
Secondary Education Act
of 1965.

It should also be based upon the Annual Measurable Objectives (AMO) for the current academic year.

CURRENT RESULTS

(What Is)

This is the current reality of the performance of the school and its students. It should be strategic, specific, and in-depth.

NEED

(Basis of Goal)

This identifies the "gap" between the ideal assessment objective and the current reality of the school and its students.

DESIRED RESULTS

(What Should Be)

This is the ideal results.
With a Title I program,
the desired results are the
SMART Goals of the
Elementary and
Secondary Education Act
of 1965.

It should also be based upon the Annual Measurable Objectives (AMO) for the current academic year.

CURRENT RESULTS

(What Is)

This is the current reality of the performance of the school and its students. It should be strategic, specific, and in-depth.

NEED

(Basis of Goal)

This identifies the "gap" between the ideal assessment objective and the current reality of the school and its students.

It establishes the annual target assessment objective of the SMART Goal.
Based on AMO for the current academic year.

GOAL TOPIC

DESIRED RESULTS

CURRENT RESULTS

NEED

(What Should Be)

(What Is)

(Basis of Goal)

GOAL TOPIC

DESIRED RESULTS

CURRENT RESULTS

NEED

(What Should Be)

_

(What Is)

=

(Basis of Goal)

Academic

Proficiency

in Reading

GOAL TOPIC	DESIRED RESULTS (What Should Be)	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
Academic	100% of students		_	
Proficiency	(including students			
in Reading	with disabilities,			
	English language			
	learners, and the			
	economically			
	disadvantaged and 5			
	racial/ethnic			
	subgroups) attain			
	proficiency or better			
	in reading/language			
	arts by 2013-2014.			

GOAL TOPIC

DESIRED RESULTS

CURRENT RESULTS

NEED

(What Should Be)

_

(What Is)

=

(Basis of Goal)

Academic
Proficiency
in Reading

100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language

arts by 2013-2014.

 55% of students in Grades 3-8 attain reading proficiency.

GOAL TOPIC

DESIRED RESULTS

(What Should Be)

CURRENT RESULTS

NEED

(What Is)

(Basis of Goal)

Academic
Proficiency
in Reading

100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.

- 55% of students in Grades 3-8 attain reading proficiency.
 - 20% of English
 Language Learners
 attain reading
 proficiency.

GOAL TOPIC

DESIRED RESULTS

(What Should Be)

CURRENT RESULTS

(What Is)

NEED

(Basis of Goal)

Academic Proficiency in Reading

100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.

- 55% of students in Grades 3-8 attain reading proficiency.
 - 20% of English
 Language Learners
 attain reading
 proficiency.
 - 15% of students with disabilities attain reading proficiency.

GOAL TOPIC

DESIRED RESULTS

(What Should Be)

_

CURRENT RESULTS

(What Is)

NEED

(Basis of Goal)

Academic
Proficiency
in Reading

100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language

arts by 2013-2014.

 55% of students in Grades 3-8 attain reading proficiency.

- 20% of English
 Language Learners
 attain reading
 proficiency.
- 15% of students with disabilities attain reading proficiency.
- 30% of Free &
 Reduced Lunch
 Program students
 attain reading
 proficiency.

GOAL TOPIC

Academic

Proficiency

in Reading

DESIRED RESULTS

(What Should Be)

100% of students (including students with disabilities, English language

learners, and the economically

disadvantaged and 5

racial/ethnic

subgroups) attain

in reading/language

proficiency or better

arts by 2013-2014.

CURRENT RESULTS

(What Is)

- 55% of students in Grades 3-8 attain reading proficiency.
 - 20% of English
 Language Learners
 attain reading
 proficiency.
 - 15% of students with disabilities attain reading proficiency.
 - 30% of Free &
 Reduced Lunch
 Program students
 attain reading
 proficiency.

NEED

(Basis of Goal)

Gap = 45% of all students must become proficient or better by 2013-2014.

GOAL TOPIC

Academic Proficiency in Reading

DESIRED RESULTS

(What Should Be)

100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.

CURRENT RESULTS

(What Is)

- 55% of students in Grades 3-8 attain reading proficiency.
 - 20% of English
 Language Learners
 attain reading
 proficiency.
 - 15% of students with disabilities attain reading proficiency.
 - 30% of Free &
 Reduced Lunch
 Program students
 attain reading
 proficiency.

NEED

(Basis of Goal)

Gap = 80% of ELL students are not proficient (Desired)

GOAL TOPIC

Academic Proficiency

in Reading

DESIRED RESULTS

(What Should Be)

100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.

CURRENT RESULTS

(What Is)

- 55% of students in Grades 3-8 attain reading proficiency.
 - 20% of English
 Language Learners
 attain reading
 proficiency.
 - 15% of students with disabilities attain reading proficiency.
 - 30% of Free &
 Reduced Lunch
 Program students
 attain reading
 proficiency.

NEED

(Basis of Goal)

Gap = 85% of students with disabilities must become proficient or better by 2013-2014.

GOAL TOPIC

Academic Proficiency in Reading

DESIRED RESULTS

(What Should Be)

100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.

CURRENT RESULTS

(What Is)

- 55% of students in Grades 3-8 attain reading proficiency.
 - 20% of English
 Language Learners
 attain reading
 proficiency.
 - 15% of students with disabilities attain reading proficiency.
 - 30% of Free &
 Reduced Lunch
 Program students
 attain reading
 proficiency.

NEED

(Basis of Goal)

Gap = 70% of
Free and
Reduced Lunch
students must
become
proficient by
2013-2014.

ANALYZING THE DATA

- Based on the results of the Comprehensive Needs Assessment
- Organize data based on the four components of the <u>Standards and Rubrics for School</u> <u>Improvement</u>.
- Identify Areas of Strength (Meets/Exceeds),
 Growth (Approaches), and Improvement (Falls Far Below).
- Choose at least five for each component and measure.

School Data Analysis				
Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)	
School and District				

Leadership Capacity

Curriculum,

Instruction, and

Professional

Development

Classroom and

School Assessments

School Culture,

Climate, and

Communication

Resource

Management

4.4

4.7

4.8

4.10

5.3

5.5

5.6 A

3.8

4.2

4.3

5.2

School Data Analysis				
Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)	
	1.3	1.8	1.1	
School and District	1.4	1.9	1.2	
Leadership Capacity	1.5	1.12	1.10	
	1.6	1.13	1.11	
	1.7			
Curriculum,	2.7	2.2	2.1	
•	2.9	2.3	2.4	
Instruction, and Professional	2.10	2.11	2.5	
	2.13	2.14		
Development	2.15			
Classroom and	3.3	3.1	3.4	
School Assessments	3.5	3.2	3.7	

3.6

4.1

4.5

4.9

4.11

5.1

5.4

5.6 B

School Culture,

Climate, and

Communication

Resource

Management

PRIORITIZING NEEDS

- Prioritize those areas of needs identified through the comprehensive needs assessment.
- Rank order the needs for each sub-category by importance.
- What do the results suggest about...
 - ✓ academic needs of the students in the school?
 - ✓ instructional and content needs of the teaching staff?
 - ✓ needs of parents and families in relation to student achievement?
 - ✓ school safety?
 - ✓ students in transition?
 - ✓ sub-groups?

NEEDS PRIORITY LIST

Need Category	
School and District Leadership Capacity	
Curriculum, Instruction, and Professional Development	
carricalam, mistraction, and reorgisional bevelopment	
Classroom and School Assessments	
School Culture, Climate, and Communication	
Resource Management	

NEEDS PRIORITY LIST

Need Category	Data Sources
School and District Leadership Capacity 1.3 Inclusive process 1.4 Shared leadership 1.5 Two-way communication 1.6 Professional development/growth 1.7 Accountability Curriculum, Instruction, and Professional Development 2.7 Instructional materials 2.9 Differentiated instruction 2.10 Research based strategies 2.13 Professional development 2.15 Content knowledge	Feedback School community surveys (student, staff, parent) Observations of teachers Teacher surveys
Classroom and School Assessments 3.3 Benchmarks 3.5 Assessments 3.6 Gaps in curriculum School Culture, Climate, and Communication 4.1 Shared philosophy 4.5 Attendance, dropout, graduation rates 4.9 Change as positive 4.10 School community as partners	AIMS scores Terra Nova Scores Unit Tests (Text related) Teacher made assessments (all content areas) Parent surveys Attendance sheets Feedback Discipline referrals School safety report Feedback and surveys
Resource Management 5.1 Support instructional goals 5.4 Review process for budget 5.6 A Alignment to Personnel Evaluations	Parent surveys Teacher evaluations Expense reports

For Further Information

Arizona Department of Education Academic Achievement

http://www.ade.az.gov/asd/

LEA Grants and School Improvement
(Title I)

http://www.ade.az.gov/asd/Title1/